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IDENTIFIERS	*Searchlight

ABSTRACT

This second updated search reviews 42 documents that cover attempts by several school systems to provide medical, psychological, and educational support for this population group in order to prevent their dropping out of school. (CJ)

ED105359

searchlight

Relevant Resources in High Interest Areas

2U-2 UPDATE SEARCH

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Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

This search reviews attempts by several school systems to provide medical, psychological and educational support for this population group in order to prevent dropping out of school.
(42 document abstracts retrieved)

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CG 400 111

Counseling the Pregnant Teenager

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

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Journal Articles

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ERIC Documents

ED 070 183 24 EA 004 728

Howard, Marion

To Promote Comprehensive Continuing Education Programs for School-Age Pregnant Girls. Annual Report.

Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0753

Pub Date Jun 72

Grant—OEG-0-71-3954

Note—125p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administrative Personnel, Court Cases, *Education, *Educational Policy, *Information Dissemination, Marital Status, *Pregnant Students, *Research Utilization, School Law, State Boards of Education, State Departments of Education, Student Rights

Identifiers—*Married Students

This report describes a research utilization and information sharing effort focused on achieving national change in educational policies and practices toward school-age pregnant girls and promoting the development of comprehensive continuing education programs for them. As a result of the effort, a new Federal education policy with respect to school-age pregnant students and young families was developed and disseminated. This and other information was shared with educational officials on both Federal and regional levels, and mechanisms for ongoing communication and consultation were developed. On a State level, chief State school officers were reached through their own meetings. In addition, southern State education officials were reached through a special conference focused solely on pregnant students. Background materials and information were distributed to all. Finally, useful pamphlets and booklets (appendixes to this report) were prepared that will enable the projects and Federal, regional, and State education officials to aid more effectively those who wish to establish comprehensive continuing education programs for school-age pregnant girls. (Author)

ED 070 184 24 EA 004 729

Howard, Marion Eddinger, Lucy

Beginning a Program for Pregnant School-Age Girls. Information Series #1.

Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0753

Pub Date 72

Grant—OEG-0-71-3954

Note—30p.

Available from—Not available separately, see EA 004 728

Document Not Available from EDRS.

Descriptors—Community Involvement, *Community Programs, *Counseling, *Educational Policy, Family Counseling, *Guidelines, Health Services, Job Placement, Pregnancy, *Pregnant Students, Social Services, State Laws, Student Rights, Vocational Education

This pamphlet provides guidelines for the development of community-based comprehensive service programs to meet the needs of pregnant adolescents living at home. According to the report, the three basic service components of such programs are (1) early and consistent prenatal care, (2) continuing education on a classroom basis, and (3) counseling on a group or individual basis. Other related services often include infant day care, services to young fathers, and vocational training and placement. Described service program ingredients cover (1) starting the program, (2) knowledge of the subject area, (3) planning for community involvement, (4) identification of the population to be served, (5) program goal establishment, (6) program funding, and (7) publicity. Related documents are EA 004 728, EA 004 730, EA 004 731, and EA 004 732. (JF)

ED 070 185 24 EA 004 730

Holmes, Myra Howard, Marion

How Communities Finance Programs for Pregnant School-Age Girls. Information Series #2.

Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0753

Pub Date 72

Grant—OEG-0-71-3954

Note—28p.

Available from—Not available separately, see EA 004728

Document Not Available from EDRS.

Descriptors—Child Care Centers, *Community Involvement, *Community Service Programs, Costs, Day Care Services, *Federal Aid, Financial Problems, *Financial Support, *Pregnant Students, State Aid

This pamphlet is based on data from individual program reports, unpublished materials and correspondence, personal communications, site visits, a 1968 survey of programs for pregnant school-age girls, and a 1970 study of group infant care programs associated with programs for pregnant students. Since very few communities know the dollar cost of their programs for pregnant students, the authors concentrate on sources and types of funding rather than on dollar amounts needed for programs. Where possible, however, information on dollar amounts is provided. The report is organized into: (1) perspectives on funding, (2) program organization; (3) various types of direct funding -- including involvement at Federal, State, and local levels -- general observations on the sources of direct funds, and sources of indirect funds; and (4) trends in funding. Included are sample budgets of a few selected programs and lists of funding sources as noted by a variety of programs. Related documents are EA 004 728, EA 004 729, EA 004 731, and EA 004 732. (Author/JF)

ED 070 186 24 EA 004 731

Howard, Marion

A Discussion of State Laws and State and Local Policies as They Relate to Education of Pregnant School-Age Girls. Information Series #3.

Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0753

Pub Date 72

Grant—OEG-0-71-3954

Note—24p.

Available from—Not available separately, see EA 004 728

Document Not Available from EDRS.

Descriptors—*Board of Education Policy, Community Service Programs, Educational Policy, Health Services, Marital Status, *Pregnant Students, *School Community Cooperation, School Law, Social Services, State Laws, *Student Rights, *Student School Relationship

Identifiers—*Married Students

This report discusses the problems with which pregnant students are faced when dealing with State laws and State and local policies regarding their status and treatment. According to the author, key considerations for any State or local policy involve (1) the pregnant student's rights and her relationship to the regular school, (2) alternatives available to pregnant students outside the regular school program, (3) the issues of choice among the above alternatives, and (4) the responsibility of the school to work with community agencies to see that a girl has access to needed social and medical services. Also provided are samples of State legislation, State and local policies, and court cases affecting pregnant students. Related documents are EA 004 728, EA 004 729, EA 004 730, and EA 004 732. (Author/JF)

ED 070 187 24 EA 004 732

Howard, Marion

Model Components of Comprehensive Programs for Pregnant School-Age Girls. Information Series #4.

Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0753

Pub Date 72

Grant—OEG-0-71-3954

Note—20p.

Available from—Not available separately, see EA 004 728

Document Not Available from EDRS.

Descriptors—Board of Education Policy, Community Service Programs, *Comprehensive Programs, *Health Services, *Pregnant Students, School Community Programs, *School Services, *Social Services, Special Programs, Student School Relationship

In this report, the author identifies the needs and characteristics of the pregnant student population and discusses the components of a comprehensive program to aid these students. Starting with the three primary components--education, health services, and social services--the author presents a breakdown of each into subcomponents and describes their advantages and disadvantages as they relate to their effects on the students and on costs. Also detailed are the ease of subcomponent integration into comprehensive services and the additions necessary to insure effectiveness. Each primary component is presented as a sum total of its integral parts--e.g., education, which is discussed in terms of regular school program, standard school program other than regular school, and special school or special classes focused solely on pregnant students. Related documents are EA 004 728, EA 004 729, EA 004 730, and EA 004 731. (JF)

ED 070 975 CG 007 666

Childs, Robert D.

The Pregnant Public School Student: Legal Implications for School Administrators.

Pub Date 72

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Education, Elementary School Students, *Females, High School Students, *Legal Problems, *Legal Responsibility, *Pregnancy, Public Schools, *Pupil Personnel Workers, Sexuality, *Students

This study had two purposes. The primary purpose was to determine the current legal status of pregnant students in the public schools in the fifty states in 1972. The secondary purpose was to examine implications of the findings for administrators faced with this student problem. The design of the study included a combination of the following research methods: historical, legal, survey and comparative. The results of the study indicated that restrictive attitudes toward sex and pregnancy continue to exert considerable influence on student personnel policies of the public school. It was also evident that the total number of school-age girls desiring to complete their education was increasing. The following implications drawn from the findings were offered to school administrators: (1) some repressive attitudes toward sex continue to be harbored; (2) the increasing number of pregnant students demanding an education will mandate that formalized procedures be evolved for their education; (3) in the common law, pregnant students have the constitutional right to an education; (4) discrimination based on sex, motherhood, pregnancy are subject, etc. (Author/WS)

ED 071 195 EA 004 796

Student Rights Litigation Packet. Revised Edition.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 72

Note—450p.

Available from—Center for Law and Education, Harvard University, 38 Kirkland Street, Cambridge, Massachusetts 02138 ($7.00)

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Court Cases, Discipline, *Due Process, *Freedom of Speech, Legal Aid, *Marital Status, Police Action, Police School Relationship, *Pregnant Students, Secondary School Students, *Student Rights

Identifiers—*Corporal Punishment, Married Students

This package of materials is designed to be of help to Legal Service attorneys who are, or who are about to be, active in the area of student rights in secondary schools. The materials consist mainly of complaints and supporting legal memoranda from recent student rights cases. The conception of student rights that the materials reflect is a traditional one, encompassing primarily questions involving freedom of expression, personal rights, and procedural fairness. The typical plaintiff in the cases is a high school or junior high school student who has been suspended, expelled, transferred, or otherwise disciplined because of something he said, or did, or wrote, or because of the way he wore his hair. While most of the cases focus on the question of whether or not school officials had the legal right to act as they did, some others are directed more toward the fairness of the procedures by which the disciplinary action was handled. Often both issues appear in the same case. (Author)

ED 079 001 RC 007 113

Singh, Ram N. Wiseman, Patricia

Modern Value Orientations and Attitudes of Southern Ohio's Rural Youth Toward Abortion and Ohio's Law Concerning Abortion.

Pub Date 26 Aug 73

Note—17p.; Paper presented to the Annual Meeting of the Rural Sociological Society, College Park, Maryland, August 23-26, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abortions, *Attitudes, Family Planning, *Rural Youth, Socioeconomic Status, *State Laws, Tables (Data), *Values

Identifiers—*Ohio

The hypothesis that value orientation is a more important determinant of fertility behavior than social class was examined in this study. Data were obtained from 4 rural high schools in Lawrence County, Ohio. The sample consisted of 500 Protestant, white single students. Dependent variables were youth attitudes toward abortion and Ohio's abortion law. Independent variables were value orientations and social class. It was found that youths with modern value orientations had more liberal attitudes toward abortion, that youths from a high socioeconomic status expressed more liberal attitudes than youths from a low socioeconomic status, and that value orientations affect attitudes toward abortion apart from socioeconomic status. The major conclusion was that there existed a significant and positive correlation between modern value orientation and attitudes of rural youth toward abortion and Ohio's abortion law. (PS)

ED 083 341 UD 013 861

McCarthy, James Syropoulos, Mike

Evaluation of the Program to Continue the Education of Girls Who Must Leave School Because of Pregnancy, 1971-1972.

Detroit Public Schools, Mich. Dept. of Research and Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 72

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Compensatory Education Programs, Counseling Programs, Dropout Identification, Dropout Prevention, Dropout Programs, High School Students, *Pregnant Students, *Program Evaluation, *Special Education, Special Services, Student Teacher Ratio, Urban Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Michigan

The primary objectives of the Continuing Education of Girls Who Must Leave School Because of Pregnancy Project (CEG), which is funded under Title I of the 1965 Elementary Secondary Education Act, are to reduce the percentage of female dropouts from Detroit schools via the enrollment of 110 pregnant girls in the project, to have the enrolled girls make normal academic progress in a schedule of classes appropriate for their grade level, and to have the girls return to a regular school following the completion of their CEG classes and their pregnancies and complete requirements for their high school graduation. During the school year, the evaluators made many visits to observe the CEG Project in action. They found it projected a warm, non-censuring climate. The fact that every student at CEG shares a common handicap allows them to provide the mutual support for each other that they need to continue their education. These things combined with a low pupil teacher ratio and the additional supportive services of the project have permitted the girls to resume their classes, begin to restore their self-concepts and self-respect, and revive their educational and career aspirations. Only 14 percent of the CEG girls did not continue their education after their enrollment in the project. Of 292 girls who were enrolled during the 1971-72 school year, 33 (or 11 percent) became dropouts, with the remainder either graduating or returning to school to continue their education. CEG girls achieved a slightly higher honor point average in their CEG classes than they had in regular school. (Author/JM)

ED 084 022 PS 006 858

Kruger, W. Stanley

Education for Parenthood and the Schools.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Development, Curriculum Development, Federal Programs, High School Students, *Intervention, *Parent Education, Prevention, *School Activities, *Social Problems

Identifiers—*Education For Parenthood Project

School-related programs of the Education For Parenthood Project are described. The purpose of the project is to provide young people with knowledge and skills to enable them to be effective parents. The rationale for such a program is based on the ineffectiveness of current laissez-faire policy in the schools, as reflected by problems of child abuse, retardation, infant care, drug abuse, and divorce rate for young marriages. High quality programs already in existence at Gathersburg, Maryland, Mt. Desert Island, Maine, Los Angeles, California, Dallas, Texas, Salt Lake City, Utah, and Battle Creek, Michigan, are described. An extensive survey of all existing programs is now being taken by the Education for Parenthood Project, with the long range goal of developing a comprehensive curriculum model. General subject areas for the model and general educational objectives are described. Also emphasized is the need for an instructional technology to make the content relevant and universal for youth. Finally, the importance of inter-institution cooperation and distribution of materials to schools and communities is discussed. (DP)

ED 084 636 EA 005 606

Robbins, Jerry H.

Pregnant Students' Rights in Mississippi.

Spons Agency—Governor's Office of Education and Training, Jackson, Miss.

Pub Date Oct 73

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Court Litigation, Due Process, Marital Status, Models, *Pregnant Students, *State Laws, *State Legislation, *Student Rights, Unwed Mothers

Identifiers—*Married Students

Increasingly, high school students are getting married, or pregnant, or both. School authorities are thus faced with an increasing number of decisions as to what action, if any, to take when such a marriage or pregnancy becomes known to them. This paper discusses the status of legislation on pregnant students' rights according to (1) Mississippi statutory law, (2) statutory law in five other States, (3) major cases that have been in Mississippi courts, (4) the status of the case law on the subject elsewhere, (5) model legislation that has been proposed or recommendations for legislative action proposed by various agencies, and provides (6) recommendations developed on the basis of the material presented in the paper. (Author)

ED 085 632 CG 008 569

Continuing Education and Supportive Comprehensive Services to School Age Mothers, 1970-1972. Final Evaluation Report.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date [73]

Note—79p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Counselors, Health Education, High School Students, *Information Dissemination, *Pregnant Students, Program Evaluation, School Social Workers, *Social Services, *Supplementary Educational Centers, *Unwed Mothers

This project provides educational services to school-age mothers not attending a regular school to allow them to continue their education without interruption and to reduce their tendency to drop out. In close communication with school counselors and social workers, the program facilitates academic progress toward graduation and return to the regular school program by promoting the following goals: (1) to encourage the pregnant student to continue her education during pregnancy, to return to school, and to complete requirements for a high school diploma; (2) to educate the student and her family regarding the physical and emotional phenomena of pregnancy, health care of self and infant, and available health services; (3) to educate student and family regarding social agency services; and (4) to secure community support for a continued and expanded program. The report concludes with recommendations concerning programs for school-age mothers. (Author/LAA)

ED 085 639 CG 008 580

Gibbs, James O. And Others

Illegitimacy and Racial Differences in Attitudes Toward Marriage.

Pub Date Oct 73

Note—30p.; Paper presented at the National Council on Family Relations Meeting, 18-20 October 1973, Toronto, Canada

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attitudes, Disadvantaged Groups, *Illegitimate Births, *Marriage, Negroes, *Negro Mothers, *Racial Differences, Research Projects, Sociocultural Patterns, Socioeconomic Influences, *Unwed Mothers

This study was conducted to test the following notions: (1) blacks are less committed to the norm of legitimacy and, (2) black women have less reason and desire than white women to marry--whether or not they are unmarried mothers. The data are drawn from a questionnaire administered to 704 obstetrical patients, 81 percent of whom were black. Separate comparisons were made for single and married respondents. Few of the blacks felt that illegitimacy is wrong, but black-white differences on this issue were small. However, the blacks (1) less frequently preferred marital childbearing, (2) more often held negative attitudes toward marriage in general, (3) less often felt that husbands they knew measured up on certain marital behaviors which they considered important, and (4) more often believed that men would rather be single than married. For all but the last of these four findings, the racial differences were greater for the single than the married respondents. Marital attitudes and preferences for marital childbearing appear to be factors in the lower-income black women's somewhat lower rate of ever marrying, and her much greater tendency to delay marriage until sometime after she has borne children. (Author/LKP)

ED 087 531 PS 006 917

Eddinger, Lucy, Ed

Sharing Among Those Concerned with School-Age Parents.

Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—Child Welfare League of America, Inc., New York, N.Y.; Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service

Pub Date 73

Note—94p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescence, Adoption, Child Care, *Childrearing, Health Education, Parent Child Relationship, *Parent Role, *Pregnancy, *School Policy, *Students, Workshops

Identifiers—Consortium on Early Childbearing and Childrearing

In this issue, the Consortium on Early Childbearing and Childrearing, a federally funded research utilization and information sharing project, reports on recent conferences, workshops, and publications pertaining to the problems of young parenthood. The Consortium is directed principally toward helping communities initiate and improve health and social services for school-age pregnant girls, young fathers, and their infants, continuing education services for school-age pregnant girls. The two workshops described in this report had two purposes: to improve the quality of care received by infants in newly instituted alternate care settings, and second, to obtain the clinical experience and observations of those who had been working with young parents and their infants. (CS)

Journal Articles

EJ 067 081 380 PS 502 210
Group Therapy for Pregnant and Nonpregnant Adolescents Black, Samuel, *Child Welfare*, v51 n8, pp514-18, Oct 72
*Group Therapy, *Unwed Mothers, *Emotional Problems, *Social Adjustment, *Experimental Programs, Illegitimate Births, Therapeutic Environment, Sociopsychological Services
An experimental program combining pregnant adolescents and nonpregnant girls in group therapy indicated advantages in this approach over group therapy involving only pregnant girls. (Author)

EJ 068 177 230 EA 503 167
School Bells and Wedding Bells Corns, Ray, *Journal of Law and Education*, v1 n4, pp649-657, Oct 72
*Pregnant Students, *Student Rights, *Student School Relationship, *After School Activities, Court Cases, Suspension, Expulsion, Equal Protection, Marital Status, [*Married Students]
Discusses recent judicial trends affecting the rights of married and/or pregnant students to attend school or participate in extracurricular activities. (JF)

EJ 068 182 230 EA 503 270
Women's Rights in Education? The Same as Yours, Man Nolte, M. Chester, *American School Board Journal*, v160 n1, pp63-64, Jan 73
*Sex Discrimination, *Civil Rights, *Pregnancy, *Marital Status, *Teachers, Leave of Absence, Equal Protection, Teacher Retirement, Administrative Personnel, Equal Opportunities (Jobs)
A humorous summary of the recent trends toward equal rights for women. (JF)

EJ 071 044 110 AA 514 622
Teaching Parenthood Kruger, W. Stanley, *American Education*, v8 n10, pp25-8, Dec 72
*Family Life Education, *High School Curriculum, *Federal Programs, *Program Development, Curriculum Development, [*Parenthood Education]
A national movement seeks to strengthen family life by encouraging the schools to educate students for good parenthood. (Editor)

EJ 072 267 490 AA 514 711
Teen-Age Parents Howard, Marion, *Today's Education*, v62 n2, pp39-40,73,76,78, Feb 73
*Teenagers, *Parents, *Unwed Mothers, *School Responsibility, Social Attitudes, Public Policy, Educational Programs, Social Services
Actions of school systems with respect to pregnant schoolgirls are neglectful and often hostile and punitive. The way schools treat such girls may influence what kinds of citizens and parents the girls will become and how they will relate to the school system as their children grow up in it. (Author/CB)

EJ 073 196 250 AA 515 042
Pregnancy on a University Campus Siddall, Lawrence B.; Cann, Michael A., *Journal of the American College Health Association*, v21 n3, pp247-51, Feb 73
*Pregnancy, *Contraception, *Universities, *School Health Services, *Student Attitudes, Questionnaires, Single Students, Referral, Follow-up Studies, Tables (Data)
This study of pregnant students was intended to improve services to the students, and to develop a more effective program for preventing unwanted pregnancies and the residual problems that accompany a lack of contraceptive awareness. (Author/RK)

EJ 075 408 480 PS 502 556
School-Age Parents Nelson, Shirley A., *Children Today*, v2 n2, pp31-3,40, Mar-Apr 73
*Social Change, *Child Welfare, *Unwed Mothers, One Parent Family, Parent Child Relationship, [*Parenthood Education]
A report on social change and improved care for the unmarried adolescent mother, affected in large part by the Consortium on Early Childbearing and Childrearing. (GB)

EJ 075 599 020 AA 515 704
An Educational Program for Pregnant School Age Girls Heller, Jeffry R.; Kiraly, John, Jr., *Clearing House*, v47 n8, pp476-82, Apr 73
*Educational Programs, *Student Welfare, *Unwed Mothers, *Teenagers, *Program Proposals, Pregnancy, Illegitimate Births, Program Descriptions
There is still the tendency of many schools to exile the pregnant school age girl from the classroom and from contact with other students although such a girl needs considerable help from the school's and other community agencies. (Editor/CB)

EJ 075 851 110 AA 515 925
Curriculum for the Pregnant Adolescent Hyman, Ronald T., *NJEA Review*, v46 n8, pp15,45-6, Apr 73
*Pregnant Students, *Adolescents, *Curriculum Design, *School Environment, *Curriculum Development, School Attendance Laws, State Laws, Educational Policy, Handicapped Students, Humanization
Discusses the proper curriculum and educational setting for considering and motivating young pregnant students. (RK)

EJ 075 895 130 AA 515 526
Educational Services for Pregnant Adolescents Kelly, Anna F., *NJEA Review*, v46 n8, pp17,45-6, Apr 73
*Pregnant Students, *Adolescents, *Parent Student Relationship, *Emotional Adjustment, *Educational Environment, Educational Objectives, Mother Attitudes, Communication (Thought Transfer), Orientation, Classroom Environment
Discusses the goal orientation process at a family learning center, designed for unwed mothers and created to stimulate their learning motivation. (RK)

EJ 076 988 420 AA 515 522
Psychological Needs of the Pregnant Adolescent Gould, Kenneth, *NJEA Review*, v46 n8, pp16-7,43, Apr 73
*Pregnant Students, *Psychological Needs, *Adolescents, *School Attitudes, *Parent Student Relationship, Discriminatory Attitudes (Social), Individualized Programs, Emotional Problems, Communication (Thought Transfer)
Outlines the problems to consider in understanding the emotional difficulties of a young girl, who has become pregnant. (RK)

EJ 077 205 020 EA 503 570
Pregnant Schoolgirls and Pregnant Teachers: The Policy Problem School Districts Can Sidestep No Longer *American School Board Journal*, v160 n3, pp23-29, Mar 73
*Leave of Absence, *Board of Education Policy, *Pregnant Students, *Court Cases, Marital Status, Pregnancy, Teachers, Student Rights, Administrative Problems, [*Pregnant Teachers]
Suggests improvements in board maternity policies and describes legal constraints on these policies arising from recent court cases. (JF)

EJ 080 248 420 PS 502 683
Personality Differences Between One-Time and Recidivist Unwed Mothers McKay, Martha J.; Richardson, Harold, *Journal of Genetic Psychology*, v122pt2, pp207-10, Jun 73
*Unwed Mothers, *Personality Assessment, *Individual Characteristics, *Individual Differences, *Recidivism, Measurement

EJ 080 776 090 AA 516 132
Counseling for Elective Abortion Sanders, Raymond S.; And Others, *Journal of the American College Health Association*, v21 n5, pp446-50, Jun 73
*Abortions, *Pregnant Students, *Program Development, *Counseling Programs, *Health Personnel, Mental Health, Psychological Patterns, Self Concept, Counseling Effectiveness, Tables (Data)
Presents a program for pregnancy counseling and abortion referral for female students. (Author/RK)

EJ 083 782 VT 505 257
Meeting the Educational Needs of the Pregnant Teenager Andersen, Rose S., *Illinois Teacher*, v17 n1, pp14-18, Sep-Oct 73
*Teenagers, *Females, *Program Descriptions, *Educational Needs, *Pregnancy, Child Care, Student Centered Curriculum, Student Needs, Child Development, [Moorhead Area Vocational Technical Institute]

EJ 084 236 CG 506 277
The Unwed Mother: Implications For Family Life Educators Burkart, Joan; Whatley, Alice Elrod, *Journal of School Health*, v43 n7, pp451-454, Sep 73
*Unwed Mothers, *Mothers, *Family Life Education, *Family Life, *Family Planning, Family Characteristics
The family life educator is in a strategic position to assist in designing school and community programs for the unwed mother and the child. It appears important that the theories of causation be explored without bias; that prenatal and postnatal care be offered; that mental health consultation, therapy and crisis-therapy be promoted and the community be acutely involved. (Author)

EJ 084 489 EA 504 148
This Year's Hottest Curriculum Topics. A Special Report. *Nation's Schools*, v92 n4, pp49-56, Oct 73
*Parenthood Education, *Peace, *Population Education, *High School Curriculum, *Home Economics Skills, Relevance (Education), Student Centered Curriculum, Instructional Programs, Instructional Innovation, [*Transcendental Meditation]
Courses in transcendental meditation, parenthood education, peace studies, population education, and bachelor living are being taught in high schools across the country. (Author)

EJ 084 974 PS 502 786
Changing Focus on Services to Teenagers Gallagher, Ursula M., *Children Today*, v2 n5, pp24-27, Sep-Oct 73
*Adolescents, *Counseling Services, *Unwed Mothers, *Agency Role, Parenthood Education, Parent Counseling
Discusses the need for counseling and support services for unmarried mothers and troubled adolescents. (ST)

EJ 084 988 PS 502 800
Australia's Council for the Single Mother and Her Child Schlesinger, Benjamin, *Children Today*, v2 n4, pp26-27,36, Jul-Aug 73
*Illegitimate Births, *One Parent Family, *Social Services, *Self Help Programs, *Unwed Mothers, Parent Education, Welfare Services, [Australia]
Describes an organization which provides services and education for single mothers in Australia. (ST)

EJ 086 312 HE 504 705
Teenage Pregnancy: Multidisciplinary Treatment and Teaching Klaus, Hanna, And Others, *Journal of Medical Education*, v48 n11, pp1027-1029, Nov 73
*Medical Education, *Pregnancy, *Interdisciplinary Approach, *Teenagers, Higher Education, Teaching Methods, Problems, Professional Education, Medical Treatment, [*St Louis University]
St. Louis University offers 2 specialized teenage pregnancy programs in response to area needs. (Author)

EJ 089 220 CG 506 544
Abortion Counseling Brashear, Diane B., *Family Coordinator*, v22 n4, pp429-435, Oct 73
*Abortions, *Illegitimate Births, *Unwed Mothers, *Pregnancy, *Crisis Therapy, Adolescents, Contraception, Decision Making, Parent Child Relationship, Medical Services
The author discusses the characteristics and feelings of women undergoing abortion. She mentions the decisions which counselors must help such women face, the information they must be given, and the types of support they need. Increased counseling services are needed, she feels, for the markedly increased number of women seeking abortions. (EK)

EJ 090 008 PS 502 998
High School Parent-Child Education Center Casey, Vera M., *Young Children*, v29 n2, pp90-95, Jan 74
*Unwed Mothers, *High School Students, *Child Care Centers, *Parent Education, *Program Descriptions, Individual Needs, Parent Participation, [Berkeley High School Parent Child Education Center]
Describes the Berkeley High School's parent-child education center which provides day care services and child care courses for teenage parents in conjunction with its regular high school classes. (ST)

EJ 090 922 CG 506 705
Careers of Young Adults: A Symposium on Project TALENT Tiedeman, David V.; And Others, *Vocational Guidance Quarterly*, v22 n2, pp90-115, Dec 73
*Career Choice, *Symposia, *Young Adults, *School Role, Counselor Training, Student Characteristics, Interests, [*Project TALENT]
A series of presentations from the APGA convention, Chicago 1972, these articles address themselves to framework, findings and implications of an examination of Project TALENT.

EJ 090 945 CG 506 728
Pregnancy Testing In A High School Shimek, Mary Lynne, *Journal of School Health*, v43 n10, pp662-663, Dec 73
*School Health Services, *Unwed Mothers, *School Nurses, *Pregnancy, Pupil Personnel Services, Student Problems, High School Students
The author relates the experience of a high school with a pregnancy testing program. The most positive aspects of the program accrue from the fact that it permits followup by the nurse and school personnel of those girls continuing their pregnancies, and the reassurance that all possible alternatives to pregnancy and motherhood were explored before their decision was made. (RP)

Doctoral Dissertations

PSYCHOSOCIAL CHARACTERISTICS OF PREGNANT SCHOOL-AGE ADOLESCENTS

Florine Alexandria GREENBERG, Ed.D.
The George Washington University, 1972

The purpose of this study was to ascertain psychosocial differences between a select group of pregnant girls and a comparison group of never-pregnant girls in the Alexandria, Virginia, City Public Schools. Specifically, the intent of the study was to determine to what extent the two groups differed in terms of their self-perceived problems, family adjustment, personality, dating experience, and sex knowledge.

A review of related literature supported the generalization that pregnancy out-of-wedlock is a symptom of emotional disturbance and/or disturbed family relations. Most of the investigations were concerned with white subjects who were not functioning in a school setting. Not reported was the area of general sex knowledge, as well as self-perceived problems of this out-of-the-mainstream segment of the population.

A population of pregnant girls and young mothers attending the Alexandria secondary schools was compared with a stratified random sample of never-pregnant girls according to age, grade level, and race. A total of 88 subjects participated in this study. The racial composition of the sample was 80 Negroes and eight whites. The median grade level was the ninth. Since those girls who were currently pregnant (26) were receiving homebound instruction, the homebound teacher administered the measurement instruments to these subjects in their home setting. The remaining 62 subjects (18 young mothers and 44 never-pregnant girls) were tested in their respective school settings by the researcher.

The Mooney Problem Check List, the Elias Family Opinion Survey, the Sixteen Personality Factor Questionnaire, and a Biographical Information inventory were the measurement instruments used in this study. It was hypothesized that a significant difference did exist between the pregnant girls and the never-pregnant girls. It was hypothesized that the pregnant girls would have more self-perceived problems, poorer family adjustment, more personality maladjustment, less dating experience, and less sex knowledge than the never-pregnant girls.

It was found that significant differences did appear. At the .05 level of significance the never-pregnant girls manifested more self-perceived problems and less family adjustment than did the pregnant girls. At the .01 level three-out-of-sixteen personality factors showed significant differences between the two groups. The pregnant girls were more outgoing, shrewd, and apprehensive; the never-pregnant girls were more reserved, forthright, and self-assured. The general personality profile for both groups, however, was well within the average range. No differences between the two groups were found with regard to dating experience and/or sex knowledge.

Results of this study suggest several recommendations:

1. The exploitation and handling of self-perceived problems of school-age adolescents should be pursued in the educational setting.
2. Measurement instruments used to analyze today's youth need to have their normative literature updated and/or other instruments should be developed to provide a greater degree of discrimination between variables of psychosocial development and adjustment.
3. In assessing aspects of human sexuality, investigations should not be limited to self-report inventories.
4. An imperative for the inclusion of family life and sex education is clearly indicated.
5. Further research is needed in the following areas: socioeconomic deprivation, the nature of adolescence, and teenage sexuality.

Order No. 73-14,727, 120 pages.

LIFE HISTORIES OF SCHOOL-AGE PREGNANT STUDENTS AS A BASIS FOR THE HEALTH EDUCATOR'S ROLE IN THE PREVENTION OF PREGNANCY AND ITS ATTENDANT PROBLEMS

Mary Virginia Frazier HARICH, Ph.D.
University of Maryland, 1972

Supervisor: Herbert L. Jones

It has been estimated that special programs which have developed since 1965 serve only about 1/5 of the estimated 200,000 school-age girls pregnant each year and subject to many medical, educational and social problems. There is a national effort to promote additional school-based programs to meet the needs of the pregnant, their partners, young parents, and the children of school-age parents, and to innovate ways to prevent the many problems associated with youthful pregnancy.

Health educators have as their ultimate goal the prevention of health problems. In an era where population awareness, medical technology, and changing attitudes and laws have brought about liberalized contraception and abortion services to the young, it is axiomatic that the health educator aspires to use the services to prevent pregnancy before a girl finishes high school, to prevent repeated pregnancy among those already pregnant, and to prevent the medical, educational and social complications that accompany youthful pregnancy.

The health educator's role has not been clearly defined for the prevention of pregnancy and its attendant problems. The investigator undertook to examine the life experiences of pregnant students for cues for points of intervention using the full array of health educator activities.

Topical life histories were tape recorded voluntarily by 27 pregnant students age 14 to 17 enrolled in grades 8 through 12 at CP--a Center provided by a Mid-east school system for the continuing education of girls who traditionally would have been forced to leave school when their pregnancy became obvious. The population of subjects resembled the U.S. population in median years of school completed by heads of household and in the percentage distribution of years of school completed by heads of household. Negroes and low SES subjects were overrepresented in the sample. Fourteen Negro subjects averaged 3.5 years below grade level in reading ability and their IQ's averaged 20 points below the mean IQ of 103 for thirteen white subjects.

The transcribed histories were then summarized. From the summaries 476 potential hypotheses were generated utilizing various health educator activities to prevent pregnancy (primary prevention), prevent recidivism (secondary prevention) and prevent social, educational and medical complications associated with youthful pregnancy (tertiary prevention).

It was recommended that health educators in school based pregnancy prevention programs utilize the full range of activities for health educators--teaching and discussing within and beyond the regular classroom; working with parents; health counseling; referral and liaison; catalyst; resource person; publishing, research and evaluation; and change agent--and that school policy accommodate the full range of skills; that health educators in school based programs be prepared to deal with students with low IQ's, with Negro students with below

grade level reading ability, with parents, and with other professionals in the community; that preparation as health educator include attention to the multiple activities; that health educator in prevention programs be available on year-round basis; and that programs using the health educator employing the full range of activities as hypothesized for the subjects be evaluated for effectiveness in preventing pregnancy and its attendant problems. Order No. 73-18,732, 335 pages.

A DESCRIPTIVE STUDY OF UNWED PARENTHOOD AMONG SECONDARY SCHOOL-AGE STUDENTS AND IMPLICATIONS FOR CURRICULUM REVISION IN THE COGNITIVE-AFFECTIVE DOMAINS FOR URBAN SCHOOLS

Howard Darnell HILL, Ph.D.
Kansas State University, 1973

This study was concerned with the problem of unwed parenthood among secondary school-age students in urban schools.

Previous research on a subject of this nature has been done on a limited basis in the field of education. However, vast amounts of literature on the subject in other fields supported the intentions and contentions of the research endeavor. Those fields included: (1) Home Economics, (2) Medicine, (3) Social Welfare, (4) Orthopsychiatry, (5) law, (6) Public Health, and (7) Newspapers.

Prior to court intervention, many of the public schools treated the problem of school-age parenthood--especially unwed parenthood--with considerable scorn. Thousands of students were suspended and expelled from the schools upon confirmation of pregnancy. Statistics were then used to record those students as "drop-outs" but they were really "force-outs."

The main problem of the study rests in the increasing number of unwed school-age pregnancies among secondary school-age students each year. In 1971 two hundred thousand school-age girls aged seventeen and under gave birth. A projection has been made that there will be an annual increase of approximately thirty thousand school-age pregnancies nationwide. Part of the projected increase may be attributed to an increasing population of school-age girls who are of child-bearing age.

Large urban school districts continue to experience increasing numbers of school-age pregnancies. Part of this increase is due to the fact that since school-girls are no longer suspended or expelled for being pregnant, they do not conceal their pregnancies.

The purpose of this research endeavor is to make a descriptive study of unwed parenthood among secondary school-age students and make implications for curriculum revision in the cognitive-affective domains for urban schools.

Specifically, the objectives of the study were to:

1. Discover the current school and community practices involving unwed secondary school-age parents in urban public schools.

2. Identify from Hill's Unwed Parenthood Questionnaire the perceptions of unwed parenthood held by secondary school-age parents and prospective parents.

3. Identify from Hill's Unwed Parenthood Questionnaire the perceptions of the value of school curricula related to preparation for parenthood as held by unwed school-age parents and prospective parents.

4. Make recommendations for curriculum revision in secondary schools based on the findings of the study.

The study was conducted in the spring of 1973. Three populations of subjects were used in this study: (1) fifty unwed school-age parents and prospective parents; (2) twenty-five secondary school principals, counselors, and professionals related to the field of education; (3) one hundred parents and other adults. The research was carried out principally in urban areas: Tennessee; Topeka, Kansas; Manhattan, Kansas; Junction City, Kansas; and Texarkana, Arkansas. Based on the findings of the study, it is concluded:

1. That the public schools should attempt to educate secondary school-age students for parental responsibilities.

2. That school-age pregnancies occur at all economic and social levels; however, the fact is more of a reality with grave consequences for those females from lower socioeconomic groups who do not have access to (1) contraceptives; (2) parental and professional guidance; and (3) abortions.

3. That appropriate levels of family life and sex education materials are deemed necessary for students in K-12, especially in secondary schools located in urban areas. The lack of family stability, economic sufficiency, and social awareness can many times prevent meaningful instruction being given in the home.

4. That the choice is usually left to the prospective mother as to the type of school she wishes to attend during pregnancy. However, the majority of the subjects in this study would have preferred to remain in the regular school during pregnancy. But the atmosphere in many of the regular schools was not hospitable to school-age pregnancies.

5. That information about birth control and contraceptive devices is not readily available to sexually active school-age students; therefore, a reason for the increasing incidence of school-age pregnancies.

6. That most of the courses in the curriculum in special schools for school-age parents are developed and implemented in ways to meet the prospective parents' interests and needs.

7. That school-age parents are not necessarily promiscuous persons whose disregard for human ethics regarding sex brought on their predicament, but are young people whose emotional identity with other persons led them to engage in sexual intercourse without taking precautions to prevent pregnancy.

8. That parents and other adults are receptive to the development and implementation of programs in the schools that would educate students for parental responsibilities.

9. That urban schools may expect an increase in number and ratio of school-age pregnancies during the 1970's.

10. That adequate professional counseling services are not available for students with personal problems related to human sexuality.

11. That many school-age students lack the knowledge needed for understanding the biological relationship between sexual intercourse and pregnancy.

12. That a course in Family Life and Sex Education is needed by all students in grades seven through twelve.

13. That the secondary schools do not impart value concepts to students that would allow them to make rational decisions about matters concerning sex.

14. That the regular school does not adequately succeed in making programs amenable to the needs and welfare of school-age parents and prospective parents.

15. That the presence of school-age expectant parents in the classroom does not have a negative effect on the values and life-styles of other students. The presence of those students could also serve as deterrents.

Order No. 74-6622, 168 pages.

A STUDY OF THE ADJUSTMENT AND ATTITUDINAL CHANGES UNDERGONE IN AN URBAN AREA BY UNWED, PREGNANT GIRLS IN A SPECIAL EDUCATIONAL CENTER AS COMPARED WITH THOSE REMAINING IN A REGULAR SCHOOL SETTING. [Pages at end of dissertation, previously copyrighted material not microfilmed at request of author. Available for consultation at St. John's University Library and CTB/McGraw-Hill]

Marjorie J. KIPP, Ph.D.
St. John's University, 1973

This study concerned itself with the comparative adjustment and attitudinal changes of a group of unmarried pregnant teen-agers, fifteen to eighteen years of age, thirty-three of whom remained in six schools in New York City, and thirty-

three of whom transferred to an educational center from the same six home schools.

Although the original groups totalled thirty-three each, the three month interval between pre and post test (California Test of Personality, questionnaire and records) resulted in a reduction of size to twenty-seven for the regular school girls and twenty-eight for the educational center group.

Initially the two groups proved to be similar in many respects. Age ranges were not significantly different; academic potential as measured by the reading scores showed no significant difference in the chi square test; and the actual academic achievement two and three years prior to pregnancy was similar, although the year before the educational center group earned slightly lower grades and attendance. These were slight enough to be considered not significant by the chi square test, although apparent in the frequency table.

Both groups showed very little involvement with school activities, yet were not negative in their attitude toward authority and peers according to teacher observations, contrary to the findings of the literature.

Family backgrounds were not significantly different in terms of numbers of members or presence or absence of parents. Slightly more parentless students attended the center. Families had weak educational backgrounds and served in low level jobs. Activities shared with their families were few. The girls' aspirations were limited to high school graduation, although most indicated that their parents expectations were higher.

The expected outcome of the study was that the girls in the sheltered environment of the educational center would show gains after a three month period in the areas of personal adjustment, social adjustment, and total adjustment all as measured by the California Test of Personality. It was assumed that they would also show gains in peer relationships, attitudes toward school and society, self perception, and family relationships, all as measured by the questionnaire. Gains were also expected in attendance, achievement, teacher evaluation, and use of pupil personnel services, as measured by the records.

Results of analysis of variance computations did not completely support these assumptions. Center girls showed an improvement in their attitude toward society, in their peer relationships, and in their total adjustment, all as measured by the questionnaire. They also showed an improvement in academic achievement, based on their records.

The regular school girls, on the other hand, gained in personal and total adjustment, as measured by the California Test of Personality, as well as an attitude toward society, as measured by the questionnaire.

Inasmuch as both groups improved in attitude toward society it would be of interest to know if this was a result of a "mellowing" as they approached delivery and recognized their dependence upon others.

Peer relationship improvement in the educational center group would seem to be as a direct result of the helping relationship encouraged in the center as opposed to the competitive relationship experienced by the non center girls with their non-pregnant peers. Educational achievement on the part of the center girls might be attributed to smaller classes and empathetic teachers.

In the light of gains exhibited by both groups, it is recommended that a program combining both attendance at the regular school and at the educational center be considered, thereby making available to the girls the best features of both.

Future studies might concern themselves with methods of improving self-perception, since neither group improved in this area. Also to be considered is the effect of working with parents, methods of improving attendance, teacher-counselor perceptions, and the type of pupil personnel services best suited to these girls. Order No. 73-29,961, 176 pages.

Dailey, Anne Louise. GROUP COUNSELING PARAMETERS FOR PREGNANT NON-RESIDENTIAL HIGH SCHOOL STUDENTS. University of Pittsburgh, 1971. Available from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-16, 063).

The purpose of this study was to isolate the parameters of a counseling model that would be appropriate for pregnant junior-senior high students enrolled in the increasing number of nonresidential schools that school districts are incorporating for their pregnant students. From previous research investigated, it was determined that pregnancy caused a maturational crisis involving poor self-perceptions and perceived relationships with the subject's: mother, father, baby, baby's father, the hospital where the baby was to be born and the nonresidential school. An approach aimed at improving both of these was developed from a review of the literature which suggested that group counseling might improve them.

The study was conducted at the Educational Medical School, a nonresidential school for pregnant junior-senior high school students, Pittsburgh, Pennsylvania during the Spring and Fall 1970. The volunteer subjects were randomly assigned to treatment or control group.

The parameters of the group counseling model that were suggested in the literature and incorporated and evaluated in this study were: closed, volunteer groups of between ten and twenty members meeting for six weeks; using the same leader(s) for the group's duration; encouraging the introduction of topics by participants and focusing on those topics of immediate and future concern; emplcying direct and interpretive question answering style on the counselor's part; and, using counseling techniques that involved active participation in problem solving rather than introspection on the etiology of problems. Pre- and posttests of the Interpersonal Check List and Semantic Differential, attendance data, individual reports written by the counselors and subjects following each counseling session, and a Follow-up Study were employed to evaluate the group counseling model.

Results of the above measures indicated that perceptions of self and mother were the dependent variables most affected by the group counseling experience. Perceived relationships between father and baby's father were closely identified and much hostility was voiced towards the baby's father. Some subjects were prevented from discussing and describing their baby by a fear that these behaviors would adversely affect him. Perceived relationships with hospital were not affected by the model. Attendance data indicated that counseling aided in preventing the students from dropping out of school. Trimester of pregnancy and subject age were subject variables that interacted with the effects of the treatment model. And, comparisons of Follow-up data with data gathered prior to the baby's birth indicated that the counseling model had present and personal effects before the baby's birth and future and other oriented effects following the baby's birth.

All parameters of the model were evaluated with positive results especially the retention of the same counselor for each group, contribution of topics by the participants and focusing on topics of present and future concern. Recommendations centered mainly on retention of all parameters of the group counseling model, but forming groups with regard to the age and trimester of pregnancy of the subjects, and using the model only during double school periods, and in rooms wherein the chairs could be moved to form a circle.

Upon examining the results of the study it was concluded that group counseling can provide a means of resolving the maturational crisis that pregnant students enrolled in non-residential schools experience.